



Wealth of hair is wealth indeed, especially to a woman. If your hair falls out, is too thin, or is losing its color, use

Ayer's Hair Vigor

It will remove all dandruff, and will give you thick, long, glossy, and beautiful hair.

Accept no substitute. Be sure you get Ayer's Hair Vigor, and preserve the richness and luxuriance of your hair to an advanced period of life.

Prepared by Dr. J. C. Ayer & Co., Lowell, Mass., U.S.A.

HOLLISTER DRUG CO., AGENTS

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Machine-manufactured Goods; Baked Daily

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Latest Models; Exclusive Designs.

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Let Us Take Care of Your Hair

MRS. DORIS E. PARIS

Desires to notify the ladies of Honolulu that she has secured the services of an expert Hairdresser from San Francisco and is now prepared to make HAIRDRESSING in all the latest fashions a specialty in her establishment. Remember it's the hair that makes the hat, and have it dressed in the latest mode before purchasing your Easter millinery.

You can also have a delightful Shampoo (wet or dry), a perfect Manicure, and a soothing Facial Massage, all of which tend to give one a comfortable, well-kept feeling.

Scalp Specialist, Facial Treatment, Hairdressing, Marcel Wave, Shampooing. Expert Manicuring for ladies and gentlemen.

Phone 491 for appointment at office, hotel or residence.

KWONG HING CHONG CO.

CHINESE GRASS LINENS,
LADIES' SHIRTSWAISTS, PONGEE
CHRISTMAS GIFTS.

1024 NUUANU STREET

Removal Notice

The TOWNSEND UNDERTAKING CO. has removed from the Kapiolani block to the HUSTACE BLOCK, Nos. 69-71 South Beretania street, opposite Sachs' store.

Coca Cola

Most Refreshing of Beverages

HAWAIIAN SODA WORKS.

Letters From the People

THE RACE FACTOR IN EDUCATION.

Editor Advertiser: A very pertinent query that arises in the mind of one observing educational work in a cosmopolitan school-population is this—What are the reactions of these children, of such diverse nationalities, to the school curriculum? Is the same curriculum equally good for all of them? Do the children of one race progress as rapidly through this fixed curriculum as do those of another? In brief—of what importance, in education, is this race factor?

Before this question can be even partially answered several important qualifications must be understood. In the first place, our school curriculum is essentially and predominately Anglo-Saxon. Its ideas and ideals, its subject-matter and expression forms are those of the English people. So, at the very outset, we find this great difference between the child whose home is English, and the child whose home is, for example, Chinese. The school work of the English child continues and supplements the home life of that child. The home and the school unite in giving a comparatively unbroken training, the language, the general atmosphere, the ideals of the one are also those of the other. The child is "at home" in school. With the Chinese child, however, a very different condition exists. The language of the home is not the language of the school; the habits and customs, the general atmosphere, the ideals of the school are not those of the home. The school is a strange place, and the statements that "teacher" makes are not necessarily the same as those that the father and mother make. The child has two schools, which are unconsciously more or less antagonistic. Even under the best of educational policies, the school tends to somewhat alienate the child from the home, and this is most true when the home is of a race-character entirely different from that of the school.

Secondly, the language of the school is English. Not only must the Chinese child comprehend and master the ideas and ideals of a foreign people, but he must do so in a foreign language. The handicap is double. Not only the spirit of the institution, but the form of the schooling, is foreign. The Chinese boy, who speaks his own language at all times outside of school hours, must keep pace with the American lad, who speaks only the language of the school. These conditions existing, one might easily conclude that the white child progresses much more rapidly in his studies than those of other nationalities. Familiar with the vernacular, accustomed to the general ideas of the school, for they coincide with those of his home, he should uniformly surpass his schoolmates of other nations, who labor under this double drawback.

But, to our surprise, we find that such is by no means the case. Investigation reveals that the white boy does not mentally outstrip in his school work, the boys of other races. Indeed, the converse is very frequent, and we find that the best scholars in any grade are of other races.

Our analysis of this unexpected condition shows us that there is combined with the "superior mental powers" of the white school child, a very frequent

lack of persistent effort; and that the white child is self-handicapped. Faithful diligence and sincere effort, give to the other races that training and comprehension that the American child frequently fails to secure.

So the children—American, Hawaiian, Chinese, Japanese, Portuguese, Koreans, etc.—in any given grade, progress generally, together, and the race factor so far as mental aptitude is concerned, is negligible.

It is claimed by some, who support their statements with ample proof, that this popular belief in the scholastic handicap of non-white races is untrue. It is claimed by such that the differences between the home and the school, just enumerated, have no appreciable effect upon school work. The child is not handicapped in the mode, or in the number of modes of expression. The conclusion from these statements is, however, the same as that previously given, namely—that the children of all nationalities progress with general uniformity of promotion, through the grades.

If we deny this statement—if we claim that the children of different races have markedly different mental ability—then we must confess that the school system which forces these children to do the same amount of work in the same length of time, is radically wrong.

If the Chinese and the Japanese can progress at a markedly faster rate than the white child, or the Hawaiian, then it is not fair to put them all in the same room and grade, some restrained, some lagging.

Pushing this assertion of racial mental difference to its logical conclusion we arrive at the segregation of each race in its own school, moving at its own racial rate of progress. The conditions become those now actually in practice in certain portions of the South, where the negro goes to one school, and the white to another.

An interesting problem, suggested by the above considerations, is this: At what age, in an individual, do the characteristic mental traits of that individual's race first appear? The answer becomes a determinant of considerable importance in education.

The general super-education of children is notorious—we have been training juvenile minds in adult terms—a foolish hothouse system that is slowly being replaced by the motor-activity education. The boy of twelve represents the man of a thousand years ago, and his training should be correspondingly primitive and physical. Too commonly he is trained as if he were in full possession of the contemporaneous race-mind, into which heritage he does not really come until the middle period of his adolescence.

The consensus of opinion is that racial mental differences do not appear as distinctive until adolescence, and are thus, from the viewpoint of the elementary school, negligible.

The race factor in elementary education, therefore becomes a matter of minor importance, and the school in which varied races progress with general uniformity though the grades variations being individual and not racial—amply justifies itself. Indeed, its pupils, from their very diversity, learn unconsciously a broad humanitarianism, surmounting race prejudice, and making for ideal citizenship.

VAUGHAN McCAGHEY.

A WORD WITH "EMPLOYER."

Honolulu, T. H., March 24, 1909.

Editor Advertiser: In yesterday morning's Advertiser I notice a brief communication, signed by "Employer," on the fifty-dollar salary question about teachers. When reading it, I could not, for the life of me, have gumption enough to know whether the writer was in jest or in earnest. If he intended it as a sarcasm, he is certainly clever. He has used his jesting phrase with the appearance of earnestness. At the risk of being laughed at, I shall treat the communication as if it were in earnest.

If he be in earnest, his economic ideas are of a long, by-gone age, and his moral ideas belong to the age of savagery. Might I ask the writer, if earnest, does he care how his horse lives, or his ox lives, or his dog lives, or, if he have a child, does he care who teaches it? In the older slave days, the master and mistress cared very much even how their slaves lived. When he asks the question, "Who ever heard of an employer caring how the employe may manage to live?" he strikes at the very root of things. The bitter cry of children may answer his question. When factory production began in England, more than a hundred years ago, the same question was asked. The greed of man at that time worked women and children at the tender age of six and eight years, fourteen hours a day, doing infinite damage to future generations. That system has cost England dear in the degeneracy of her population. The enlightened philanthropist of England began to care how their employes lived, and it has taken three hundred different acts of Parliament, from that time to this, to see how the factory hands live. The most enlightened commonwealths of the United States have pursued, and are pursuing, the same policy as that of England. It is a living question of the backward States in the United States now, of the State to care for how their workers live.

The writer of that brief article says, "Our main industry has to be looked after before all else; that's what our government is for, not to bother their heads about how teachers may live on fifty dollars a month." This sentence forces me to believe that "Employer"

What Advertising Has Done for Pears' Soap

The original Andrew Pears was a Cornishman who kept a small shop in London, making soap in a small way. He began to advertise on a scale unheard of, in those times. The business, as a consequence, grew too rapidly for one man to handle.

The policy of the company was, and is, to make advertisements as attractive as possible, regardless of cost. Their advertising, to date, has cost over \$15,000,000—advertising that has made the soap world-famous.

One of the greatest successes was the use of Sir John Millar's picture entitled "Bubbles". Another picture—that of the baby reaching from a bath-tub, for Pears' Soap, was originally entitled, "A Knight of the Bath", and failed to "catch on". An astute advertising man changed the wording to "He Won't Be Happy Till He Gets It", and its popularity became phenomenal.

Gladstone once exclaimed, to illustrate a large numerical quantity, "They are as numerous as the advertisements of Pears' Soap!"

So it is with the history of every successful business—advertising is at the root of its success. By "advertising", we mean RIGHT ADVERTISING.

Let us have a talk.

The Chas. R. Frazier Co.,
122 King Street Phone 371

MRS. DUNN

Announces an Exhibit of

IMPORTED AND ORIGINAL
MODELS
AND MILLINERY NOVELTIES

for the spring and summer season
Nineteen Hundred and Nine

Dunn's Hat Shop,
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NEW ARRIVALS

Silk Embroidered Screens, Ladies' and Babies' Silk Jackets, Silk Picture Frames, Silk and Silk-Crepe Shawls, Linen Centerpieces and Doilies, Japanese Towels, Japanese Silk Umbrellas and Parasols, Ivory things; all kinds.

Sayegusa

Nuuanu, above Hotel.

FOOD FOR A YEAR

Meats	300 lbs.
Milk	240 qts.
Butter	100 lbs.
Eggs	27 doz.
Vegetables	500 lbs.

This represents a fair ration for a man for one year.

But some people eat and eat and yet grow thinner. This means a defective digestion and unsuitable food. A one-dollar bottle of

Scott's Emulsion

equals in nourishing properties ten pounds of meat. Your physician can tell you how it does it.

Send this advertisement, together with name of paper in which it appears, your address and four cents to cover postage, and we will send you a "Complete Handy Atlas of the World" SCOTT & BOWNE, 409 Pearl Street, New York

Read the "Advertiser," World's News Daily